

CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California 93407
ACADEMIC SENATE

Academic Senate Agenda
December 1, 1992
UU 220 3:00-5:00 p.m.

PLEASE RETAIN THIS AGENDA FOR THE DECEMBER 3, 1992 ACADEMIC SENATE MEETING

- I. Minutes: Approval of the November 3, 1992 Academic Senate minutes (pp. 2-3).
- II. Communication(s) and Announcement(s):
- A. Reading list (p. 4)
 - B. There is a vacancy on the Program Review and Improvement Committee for an at-large senate member. If you are interested in serving on this committee, please contact the Senate office (1258).
- III. Reports:
- A. Academic Senate Chair
 - B. President's Office
 - C. Vice President for Academic Affairs' Office
 - D. Statewide Senators
 - E. CFA Campus President
 - F. ASI Representatives
- IV. Consent Agenda:
- Resolution on Majority Vote-Seim, chair of the Constitution and Bylaws Committee (pp. 5-7).
- V. Business Item(s):
- A. Resolution Relating to a Cultural Pluralism Curriculum Requirement-Bailey, chair of the Curriculum Committee, second reading (pp. 8-14).
 - B. Resolution on the Formation of a Subcommittee of the Curriculum Committee-Bailey, chair of the Curriculum Committee, second reading (p. 15)
 - C. Cal Poly Strategic Plan, second reading: Finalization of Mission Statement and Sections 1 through 3 (pp. 16-35).
[FINALIZATION OF SECTIONS 4 THROUGH 8 IS SCHEDULED FOR DECEMBER 3, 1992, 3-5PM, IN UU 220. PLEASE CALENDAR THIS DATE AND RETAIN THIS AGENDA FOR THAT MEETING.]
- VI. Discussion Item(s):
- VII. Adjournment:

11.3.92
minutes
were removed

DOCUMENTS ON FILE FOR READING IN THE
ACADEMIC SENATE OFFICE

Fall Quarter 1992

| <u>Date</u> | <u>Document</u> |
|-------------|--|
| Aug 1992 | [Draft] Year-Round Operation and the California State University (CSU) |
| 09/08/92 | Summary Data on Student Persistence to Graduation, Part IV: First-time Freshmen and New Transfers by Ethnicity and Gender (Cal Poly) |
| 09/10/92 | Internationalizing the California State University: Case Studies (CSU) |
| 09/28/92 | WASC Statement on Diversity (Western Association of Schools and Colleges) |

Adopted:

ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California

AS- -92/
RESOLUTION ON
MAJORITY VOTE

Background statement: Complications with elections arise due to a requirement for a majority vote. There have been situations where elections resulted in no majority vote even after several runoff elections. A majority vote consists of more than half of the ballots cast.

WHEREAS, The requirement of a majority vote results in complications with the election process, and

WHEREAS, A majority requires more than half of the votes cast, and

WHEREAS, Runoff elections may result in no majority vote being achieved by any one candidate, and

WHEREAS, Robert's Rules of Preferential Voting eliminates the need for runoff elections; therefore, be it

RESOLVED: That Article VII.I.5.b.(1).(e) and (f) read as follows:

- (e) Declare elected those candidates who receive ~~votes from a majority of those voting in any election.~~ the highest number of votes according to Robert's Rules of Preferential Voting.
- (f) ~~Hold runoff elections in instances where a complete slate of persons is not elected by majority vote. When runoff elections are necessary, the number of candidates placed on the runoff ballot shall be twice as many as the number of persons to be elected, provided there are that many candidates who were not previously elected by majority vote.~~ Ensure departmental representation has precedence in elections according to Article II.C.3 of the Bylaws of the Academic Senate.

Proposed By:
The Academic Senate Constitution and
Bylaws Committee
September 29, 1992

**ACADEMIC SENATE
OF CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California**

**RESOLUTIONS RELATING TO A CULTURAL PLURALISM CURRICULUM
REQUIREMENT**

October 20, 1992

Background Statement:

Cal Poly is committed to advancing equity, in all of its manifestations, throughout the university community. Moreover, Cal Poly is committed to promoting an educational climate which respects and, indeed, celebrates diversity in all of its wide and various forms: gender, sexual orientation, ethnicity, physical ability, and age.

This spirit of tolerance, of seeking to understand the complexity of "cultures," whether technological, ecological, scientific, or humanistic, is appropriate and necessary for all aspects of the university, curricular and extracurricular, and for all members of the university community: students, staff, faculty, and administration.

The "culture" of Cal Poly, as a university in the CSU system, should mirror the diversity of the state it serves. California is now, more than ever, the testing ground for this new, so-called "multiculturalism," a regenerated democracy, really, and offers the opportunity, carries the obligation of this historic, golden state again of the American Dream -- to see how people of many, many cultures, essentially immigrant, emigrant, and mobile, achieve the old democratic hope so associated with American culture and now so newly and urgently desired throughout the world.

The need for incorporating more of these concerns about the multiplicity and multitudinousness of "cultures" in our curriculum is a continuing process. All students need to know more about their own ethnic and cultural heritage, their differences, as well as what commonalities bond us all as citizens of the United States. In appreciating our pluralism we come to newer and stronger appreciation of our kinship as Americans, as a country born into the union of one out of the differences of many.

All universities in the California State University System have taken and are taking steps to revise and invigorate their curricula to take special cognizance of these new yet old hopes of our continuing American tradition.

The question of addressing cultural pluralism in the curriculum at Cal Poly has been discussed for many years. Student and faculty coalitions have actively petitioned for a concrete commitment to this issue on the part of the university. Various select committees have worked hard to devise the ways and means of addressing cultural pluralism, be it as a general education requirement or an ethnic studies minor. The appointment of an Ethnic Studies Director has helped to direct these efforts. Standing committees of the Academic Senate have endorsed criteria for curriculum. It is now time for the Academic Senate to take the first small step to the future.

Submitted by the Academic Senate Curriculum Committee
October 20, 1992
C.A. (Tina) Bailey, Chair

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RESOLUTION ON A CULTURAL PLURALISM CURRICULUM REQUIREMENT

WHEREAS, The Academic Senate of Cal Poly approved Resolution AS-361-91 which states in its second RESOLVED clause,

That the Academic Senate of Cal Poly endorse in principle the need for a "Cultural Pluralism" baccalaureate requirement at Cal Poly and hereby announce its willingness to work towards that goal -- and the advancement of the proposal(s) judged best by university constituencies.... and

WHEREAS, President Baker announced his approval of Resolution AS-361-91 on July 11, 1991; and

WHEREAS, The 1990 Western Association of Schools and Colleges (WASC) evaluation team recommended that Cal Poly address cultural diversity in the required undergraduate curriculum (recommendation #3, January 30-February 2, 1990); and

WHEREAS, A cultural pluralism baccalaureate requirement has been requested by student, faculty and administrative coalitions and has been endorsed by the ASI Cultural Relations Committee and ASI Governing Board, the Educational Equity Commission, the Equal Opportunity and Affirmative Action Advisory Committee, the General Education and Breadth Committee, and the Academic Senate Curriculum Committee; therefore be it

RESOLVED, That the Academic Senate approve a cultural pluralism baccalaureate requirement; and be it further

RESOLVED, That the implementation of this requirement begin with the 1994-96 catalog cycle; and be it further

RESOLVED, That existing and new courses be solicited and approved for fulfillment of such a requirement based on the following criteria:

- A. Emphasis on one or more of these four U.S. Cultures: Asian American, African American, Hispanic American, American Indian;
- B. Attention to general issues of gender, diversity, equity, ethnocentricity, and ethnicity; and the relationships to problems facing contemporary society, especially those resulting from racism, discrimination and cultural conflict;
- C. Application of rigorous pedagogical, scholarly methods and standards as evidenced in substantive exams, reports, papers, and projects;
- D. Attention to critical thinking skills which will allow students to address cultural, racial, and gender issues in a sensitive and responsible manner and to evaluate their own attitudes and those of others; and be it further

RESOLVED, That the content of courses submitted for this requirement be reviewed by an appropriate committee designated by the Academic Senate using the criteria specified above; and be it further

RESOLVED, That this requirement may be fulfilled by courses in Major, Support, General Education and Breadth, or Free Elective category; and be it further

- RESOLVED, That the number of courses proposed for the initial implementation of the requirement be of sufficient number, as determined by the Curriculum Committee, so as not to overtly impede the progress of students to their degree objective; and be it further
- RESOLVED, That every effort be made to enhance the articulation of this requirement with other postsecondary institutions; and be it finally
- RESOLVED, That this requirement add no units to general education and breadth or any degree program.

U. S. ETHNIC PLURALISM REQUIREMENT

PROPOSAL ETHNIC STUDIES COMMITTEE 1992

PREAMBLE

This proposal for an undergraduate cultural pluralism requirement represents much effort by many individuals over a long period of time: student coalitions, staff members, faculty committees, deans and administrators.

A request for this kind of proposal is not unique. Universities and colleges throughout the nation and California recognize the importance of such curriculum planning in diversity, equity, and cultural pluralism. Other CSU schools have similar requirements in place, as do many local junior colleges. For purposes of this proposal the term "cultural pluralism" encompasses issues of both ethnicity and gender.

The Educational Equity Commission here at Cal Poly supports such planning. And the GE&B Committee and its blue ribbon subcommittee also supports such initiatives.

The Cal Poly Academic Senate passed a resolution on a U.S. Ethnic Pluralism Program last May 14 (AS-361-91), demonstrating its concern and leadership in educational equity.

President Baker endorsed this resolution May 14, 1991 and has addressed the importance of developing a curriculum which more accurately reflects modern demographics and multiculturalism for all students in today's universities.

DESIRED OUTCOMES

To quote from the Educational Equity Commission's Implementation Strategies (Draft 2/14/92), "All Cal Poly students should have an awareness and understanding of cultural, racial, and gender issues and problems confronting contemporary society, particularly those resulting from racism and discrimination. Students should have a knowledge of the historical source of current societal states and a view of strategies for addressing these issues. Students should develop an ability to address these issues in a sensitive and responsible manner and to confront their own attitudes and those of others with a critical...mind."

A Statement of possible U.S. Ethnic Pluralism GE&B Knowledge and Skills is attached.

U. S. Ethnic Pluralism Requirement
Page 2 of 4

PROPOSAL

All students are required to complete one of several approved courses which emphasize the cultural pluralism of the United States. Specifically, these courses focus on one or more culture(s) of Asian Americans, African Americans, Hispanic Americans and/or American Indians, and on issues of gender. Such courses may be used simultaneously to satisfy the U.S. Ethnic Pluralism requirement and count toward GE&B credit.

Course Criteria

Approved courses meet these criteria:

- A. Emphasis on one or more of these four U.S. cultures: Asian American, African American, Hispanic American, American Indian.
- B. Attention to general issues of gender, diversity, equity, ethnocentricity, and ethnicity; and the relationships to problems facing contemporary society, especially those resulting from racism and discrimination.
- C. Application of rigorous pedagogical, scholarly methods and standards as evidenced in substantive exams, reports, papers, and projects.
- D. Attention to critical thinking skills which will allow students to address cultural, racial, and gender issues in a sensitive and responsible manner and to evaluate their own attitudes and those of others.

Course Credit Impact

This proposal adds no units to GE&B, or any degree program.

U. S. Ethnic Pluralism Requirement
Page 3 of 4

Sample Anticipated Courses

Before this requirement is actually in place, both existing and select proposed courses must be approved. The following courses represent the kinds of courses which "might" well fit the criteria for approval:

| | |
|----------|---|
| HIST 328 | American Indian History |
| HIST 325 | Comparative History of American Minorities |
| HIST 331 | Afro-American History |
| ENGL 346 | Ethnic American Literature |
| SOC 316 | American Minorities |
| POLS 303 | Minority Group Politics |
| WS 301 | Introduction to Women's Studies |
| ED 302 | Multicultural Education in the Secondary School |

Courses which might fit with slight modification and course description changes:

| | |
|---------|------------------------------|
| SOC 315 | Race Relations |
| SPC 316 | Cross Cultural Communication |
| WS 411 | Women, Race and Class |
| PSY 314 | Psychology of Women |

These courses are existing courses which might be approved. All courses--existing, adapted, and new--must meet with standing University ESC approval, University Curriculum Committee and Academic Senate approval. If designated GE&B courses, they must meet with GE&B Committee approval as well.

Course Approval Procedures

Course approval will follow regular University curriculum procedures--following establishment of a standing ESC.

- A. A standing Ethnic Studies/Cultural Pluralism Committee will be nominated and appointed through regular committee channels. This will be a University-wide, representative committee--consisting of faculty, students, and P.C.S. (Professional Consultative Services) representative(s)--which will be the coordinating committee to recommend courses for approval to the GE&B and University Curriculum committees.

U. S. Ethnic Pluralism Requirement
Page 4 of 4

- B. Approval of courses, in keeping with the above criteria, will follow standard University curriculum procedures.
- C. The projected catalog date when the requirement will take effect is 1994-1996.

Attachments:

- Academic Senate Minutes and Resolution dated May 14, 1991
- Memorandum of endorsement from President Baker (7/11/91)
- Knowledge and Skills Draft Statement, Bob Gish to John Harrington (2/24/92); the GE&B blue ribbon committee can provide other such statements of their own.

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RESOLUTION ON THE FORMATION OF A SUBCOMMITTEE OF THE CURRICULUM COMMITTEE

Background Statement:

This resolution is a companion to that above and addresses the composition and responsibilities of the committee which will evaluate the content of courses submitted for fulfillment of the cultural pluralism baccalaureate requirement. We propose a subcommittee of the Curriculum Committee because all new courses and substantial changes to old ones should be considered by the CC; yet this is a specific area of review which merits its own deliberations.

WHEREAS, The establishment of a subcommittee of a standing academic senate committee involves a change in the Constitution and By-Laws of the Academic Senate; be it

RESOLVED, That said Constitution and By-Laws be amended as follows:

To be added under I. 3. b.

(1) Cultural Pluralism Requirement Subcommittee:

There will be a standing subcommittee of the Curriculum Committee for the initial review of courses proposed to fulfill the Cultural Pluralism Baccalaureate requirement. This subcommittee shall consist of seven voting members, one from each college and one from the professional staff. Terms shall be for two years, staggered to ensure continuity.

Senate caucuses will solicit and receive application for membership. The slate of applicants will be forwarded to the Curriculum Committee who will appoint members.

A chair of this subcommittee will be elected from the subcommittee members each academic year.

Ex officio members shall be the Director of Ethnic Studies and a representative from the General Education and Breadth Committee and the Curriculum Committee.

Selection of courses to fulfill the requirement shall follow the criteria listed in AS- -92.

Recommendations from this subcommittee will be forwarded to the Curriculum Committee who will, in turn, submit them to the Academic Senate for a vote.

CAL POLY MISSION STATEMENT

Cal Poly's mission as a predominantly undergraduate, comprehensive, polytechnic university serving California is to discover, integrate, apply and transmit truth and knowledge in teaching while serving the needs of its constituencies.

Cal Poly achieves its mission by balancing theory and application, principle and practice, and through its special emphasis, reflected in the phrase "learn by doing."

As part of its mission, Cal Poly is dedicated to complete respect for human rights and the development of the full potential of each of its individual members, and pledges to serve all the peoples of California by educating its students to an exceptional level of social and professional awareness.

- Change first paragraph to read: "...polytechnic university serving California is to provide students with academic programs that foster their ability to discover, integrate, apply and transmit truth and knowledge in teaching while serving the needs of its constituencies." (CAGR) (CENG)
- Change third paragraph to read: "...Cal Poly is dedicated to respecting complete respect for human rights and the development of the full potential of each..." (CENG)
- Replace entire Mission Statement with the following:
 - Cal Poly's mission as a predominately undergraduate, comprehensive polytechnic university serving California, is to provide high quality academic programs that foster the ability to discover, integrate, apply, and transmit truth and knowledge.
 - Cal Poly achieves its mission by balancing theory and application, principle and practice, and through its special emphasis, reflected in the phrase, "learn by doing," emphasizes the practical application of theory, principles, and practice.
 - As part of its mission, Cal Poly is dedicated to complete respect for human rights and the development of the full potential of each of its individual members, and pledges to serve all the peoples of California by educating its students to an exceptional level of social and professional awareness. (CBUS)
- Replace entire Mission Statement with the following:
 - As a predominantly undergraduate, comprehensive, polytechnic university serving California, the mission of Cal Poly is to discover, integrate, articulate, and apply knowledge. This it does by emphasizing teaching; engaging in research; participating in the various communities with which it pursues common interests; and where appropriate, providing students with the unique experience of direct involvement with the actual challenges of their disciplines.
 - Cal Poly is dedicated to complete respect for human rights and the development of the full potential of each of its individual members. Cal Poly is committed to providing an environment where all share in the common responsibility to safeguard each other's rights, encourage a mutual concern for individual growth and appreciate the benefits of a diverse campus community. (CLA)

1. ACADEMIC PROGRAMS

The purpose of academic programs at Cal Poly is to fulfill the university mission of pursuing and transmitting knowledge and truth. Cal Poly's academic programs support the university's

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unique comprehensive and polytechnic mission and should all be assessed periodically to ensure that they meet student and societal needs. Cal Poly should provide the necessary resources to ensure the highest quality of service to its students to facilitate their progress throughout all phases of their educational careers.

- Delete: "...comprehensive..." (CAGR)
- Add: "...transmitting skill, knowledge and truth..." (CBUS)
- Change to read: "...unique comprehensive, and polytechnic mission..." (CENG)

Goals:

- 1.1 Consistent with the provisions of Title 5, Sections 40050 and 40051 of the California Code of Regulations, Cal Poly shall affirm its polytechnic orientation emphasizing undergraduate, graduate, and post-baccalaureate professional and technical programs, while providing equally high-quality programs in the arts, humanities, and natural, social and behavioral sciences that characterize a comprehensive university. These programs shall encourage students to be imaginative and assume leadership in the future.

- Change to read: "...while providing equally high-quality support[ive] programs in the arts...~~that characterize a comprehensive university.~~" (CAGR)
- Change to read: "...providing equally high-quality programs in the arts, sciences, and humanities, ~~and natural, social and behavioral sciences that characterize a comprehensive university...~~" (CENG)
- Replace 1.1 with the following: "Consistent with the provisions of Title 5, Sections 40050 and 40051, Cal Poly shall provide academic programs that stress the importance of the liberal arts and sciences as the indispensable foundation of the baccalaureate degree. In addition, it shall emphasize programs in the applied fields of agriculture, engineering, business, home economics and other occupational and professional fields." (CLA)
- Add to read: "...that characterize a comprehensive polytechnic university." (CSM)

- 1.1.1. Cal Poly shall ensure that 70 to 80 percent of each graduating class is in professionally or technically oriented programs.

- (The figure of 70 to 80 percent should include graduate students.) (CAGR)
- Change to read: "... a majority 70 to 80 percent..." (CBUS)
- Change to read: "...70 to 80 percent of each graduating class be in baccalaureate and graduate degrees from ~~to~~ in professionally or technically oriented programs." (CENG)
- Replace 1.1.1 with the following: "Cal Poly shall allow a majority of the student body, including baccalaureate and master's degree candidates, in professionally or technically oriented programs." (CLA)
- Change to read: "Cal Poly shall ensure that a significant majority of Cal Poly student are enrolled in professional or technical programs ~~that 70 to 80 percent of each graduating class is in professionally or technically oriented programs.~~"
- Add new subsection 1.1.2: "Cal Poly shall continue to encourage teaching of the highest quality technical programs." (CENG)

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- Add new subsection 1.1.3: "Cal Poly administration shall continue to seek necessary state resources to teach polytechnic laboratory courses." (CENG)

1.2 Cal Poly shall continue to admit and graduate the highest quality students possible.

1.3 Cal Poly shall admit freshmen into majors, or schools, or admit them into the university without declaring a major.

- Change to read: "Cal Poly shall admit a small percentage of honor students ~~freshmen~~ into majors..." (CAGR)
- Change to read: "...~~schools~~..." to "...colleges...". (CBUS) (CLA)
- Change to read: "...admit freshmen into majors, or schools, and shall study the possibility of admitting them into the university without declaring a major." (CENG)

1.4 Cal Poly's general education program shall reflect the institution's polytechnic character and will provide means whereby graduates:

- Change to read: "Cal Poly's general education ~~shall reflect the institution's polytechnic character and will provide means whereby graduates:~~" (CBUS)
- Replace 1.4 with the following: "Cal Poly's general education will continue to maintain a technical component consistent with the university's character and will provide means whereby graduates:" (CLA)

will have achieved the ability to think clearly, logically, and creatively; to find and critically examine information; to communicate in English orally and in writing; and to perform quantitative functions;

- Change to read: "...to think clearly, ~~logically~~, rationally, ..." (CBUS) (CENG)

will have acquired appreciable knowledge about their own bodies and minds, about how human society has developed and how it now functions, about the "physical world in which they live," about the other forms of life with which they share that world, and about the cultural endeavors and legacies of their civilization;

- Remove the quotation marks around "physical world in which they live." (CBUS) (CLA) (CSM)

will have come to an understanding and appreciation of the principles, methodologies, value systems, and thought processes employed in human inquiries.

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- 1.4.1 Cal Poly's general education program shall provide alternatives by which undergraduates can complete the CSU mandated requirements for general education.

- Delete 1.4.1. (CLA)

- 1.4.2 Cal Poly shall establish policy to facilitate general education transferability.

- Add the following subsection: "will have acquired knowledge regarding technology, its importance to society, and its impacts on the natural system." (CAGR)
- Add the following subsection: "Cal Poly's general education requirement will continue to maintain a technical component consistent with the university's polytechnic character." (CAGR)
- Add the following subsection: "will have gained a basic understanding of the nature of symbolic and aesthetic expression as embodied in significant literary and artistic achievements." (CLA)
- Add the following subsection: "Cal Poly shall ensure its graduates will have acquired knowledge regarding technology, its importance to society, and its impacts on the natural systems." (CENG)

- 1.5 Cal Poly shall support and develop high quality graduate programs that complement the mission of the university.

- Add: "...develop high quality polytechnic graduate programs..." (CENG)
- Replace with the following: "Cal Poly will continue to offer quality masters degree and credentialing programs in addition to its undergraduate programs."

- 1.5.1 Cal Poly shall ensure that 10 to 20 percent of each graduating class is in graduate programs.

- Delete 1.5.1. (CBUS) (CLA)
- Change to read: "...ensure that 5 to 15 ~~10 to 20~~ percent of each..." (CENG)

- 1.6 Cal Poly shall provide a campus environment where a strong commitment to teaching and learning exists, and all members of the campus community are motivated to work together in the pursuit of educational goals.

- 1.7 Cal Poly's instructional programs will vary in size depending on such factors as:

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- o relevance to mission
- o quality of program, faculty, students, and staff
- o support of the university's Educational Equity and Affirmative Action plans
- o projected demand by students and employers
- o overlaps with programs in other institutions, including the number and size of similar programs offered elsewhere in the state
- o requirements of accreditation associations
- o resource requirements (variety of faculty, staff, facilities, equipment, library resources).

- Delete: e "support of the university's Educational Equity and Affirmative Action plans." (CAGR) (CENG)
- Delete: e "resource requirements (variety of faculty, staff, facilities, equipment, library resources)" (CENG)
- Delete all of 1.7. (CSM)

- 1.8 Cal Poly's decisions about academic programs and administrative organizations shall be based on the educational needs of students and society and the efficient and effective use of resources.

- Change to read: "...educational needs of students and society, ~~and the efficient and effective use of resources.~~" (CENG)

- 1.8.1 Cal Poly shall review these decisions regularly.

- 1.9 Cal Poly shall participate in self-supporting programs that offer educational opportunities for non-traditional, non-matriculated students.

- Change to read: "Cal Poly shall participate in self-supporting extended education programs, ~~that offer educational opportunities for non-traditional, non-matriculated students.~~" (CENG) (CLA)

- 1.10 Cal Poly shall require for graduation successful completion of course work that focuses on the issues of gender and cultural pluralism.

- Replace 1.10 with the following and add the following subsections:
1.10 Cal Poly shall ensure that the academic curriculum is appropriately infused with issues of gender and cultural and racial pluralism.
1.10.1 Cal Poly shall require for graduation, successful completion of course work that focuses on the issues of gender and cultural and racial pluralism.
1.10.2 Cal Poly shall ensure that the content of courses across the curriculum include relevant issues of gender and cultural and racial pluralism where appropriate.
1.10.3 Cal Poly shall institute an Ethnic Studies minor." (CLA)

2. FACULTY SCHOLARSHIP

Add at the beginning of this section: "The faculty shall be encouraged to be proficient and current in their technical subjects as well as their professional teaching skills. Cal Poly shall continue to encourage faculty to belong to appropriate professional organizations. Cal Poly will provide the necessary support to ensure that faculty have the opportunity to achieve success in the scholarships identified below." (CAGR) (CENG)

Faculty Professional Development

Excellence in teaching is the primary purpose of Cal Poly's faculty, and active participation in various types of scholarly activities is essential to meeting this goal. Cal Poly recognizes and endorses four types of scholarship as part of the expectations for faculty. A Carnegie Foundation report entitled Scholarship Reconsidered: Priorities of the Professorate identifies these as the Scholarship of Teaching, the Scholarship of Discovery, the Scholarship of Integration, and the Scholarship of Application. Each of Cal Poly's faculty members must be active and proficient in the Scholarship of Teaching. While activity in the three remaining areas characterizes the career of a faculty member, at any given time it is likely that one area will receive greater emphasis than the others.

Add to read: "...Cal Poly recognizes and endorses the four types of scholarship mentioned below as part of the expectations for faculty." (CAGR)

The following thoughts extracted from the Carnegie Foundation report suit the mission of teaching and pursuing knowledge at Cal Poly particularly well.

Add sentence to the above section: "Cal Poly will provide the necessary support to ensure that faculty have the opportunity to achieve (success) in the scholarships identified." (CAGR)
Replace the above paragraph with the following: "Cal Poly endorses the broad definitions of the four types of scholarship set forth in the Carnegie Report. The following thoughts extracted from the Carnegie Report summarize the mission of teaching and scholarship at Cal Poly." (CBUS)

The Scholarship of Teaching. As a scholarly enterprise, teaching begins with what the teacher knows. Those who teach must be well-informed and steeped in the knowledge of their fields. But the work of the professor becomes consequential only as it is understood by others. Teaching is also a dynamic endeavor involving the analogies, metaphors, and images that build bridges between the teacher's understanding and the student's learning.

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Change to read: ~~"But the work of the professor becomes consequential only as it is understood by others. Teaching is also a dynamic endeavor which must bring students actively into the educational process."~~ (CLA)

Further, teaching, at its best, means not only transmitting knowledge, but transforming and extending it as well. In the end, inspired teaching keeps scholarship alive. Without the teaching function, the continuity of knowledge will be broken and the store of human knowledge diminished.

Change to read: ~~"In the end, inspired teaching keeps scholarship alive. In the end, inspired teaching keeps scholarship alive and inspired scholarship keeps teaching alive."~~ (CLA)

2.1 Cal Poly shall continue to encourage its faculty members to be proficient and current in the subjects they teach.

2.2 Cal Poly shall continue to improve opportunities for each faculty member to be skilled in classroom or comparable modes of instruction.

Add to read: "...comparable modes of instruction and to have the most up-to-date means of information technology available." (CENG)

Add to 2.2: "with particular emphasis upon teaching methods that require students to take an active role in their own learning." (CLA)

2.3 Consistent with its expectations, Cal Poly shall continue to improve classroom space, classroom equipment, supplies, study space, computer equipment, books, periodicals, and other resources.

Add to read: "...shall continue to improve electronic means of communication and information retrieval, classroom space...computer equipment, networking and software..." (CENG)

2.4 Cal Poly shall develop an on-going and effective program of conferences and workshops on teaching to ensure the highest possible quality of instruction across the campus.

Add to read: "...workshops on teaching and information technology..." (CAGR) (CENG)

The Scholarship of Discovery comes closest to what is meant when academics speak of "research." This scholarship contributes not only to the stock of human knowledge, but

also to the intellectual climate of the University. Not just the outcomes, but the process, and especially the passion, give meaning to the effort.

The probing mind of the researcher is a vital asset to Cal Poly, the state, and the world. Scholarly investigation, in all the disciplines, is at the very heart of academic life, and the pursuit of knowledge must be assiduously cultivated and defended. Disciplined, investigative efforts within the University should be strengthened, not diminished. Those engaged in the Scholarship of Discovery shall ask: What is known and what is yet to be discovered?

- Add to read: "The probing mind of the researcher..." (CBUS) (CLA)

- Add to read: "...scholarly investigation and/or creative activity, in all the disciplines..." (CAGR) (CENG) (CLA)

- Add after: "...Scholarly investigation...cultivated and defended. This activity includes the imaginative work of artists, performers, musicians, and creative writers that enhances the vitality and reputation of the university by exploring new aesthetic and cultural dimensions." (CLA)

The Scholarship of Integration involves the serious, disciplined work of interpreting, drawing together, and bringing new insight to bear on original research. This scholarship can involve doing research at the boundaries where fields of study converge, or it can involve the interpretation and fitting of one's own research--or the research of others--into larger intellectual patterns. Integration means making connections across the disciplines, placing the specialties in larger context, illuminating data in a revealing way, often educating nonspecialists, too. Those engaged in the Scholarship of Integration shall ask: What do the research findings mean and is it possible to interpret what has been discovered in ways that provide a larger, more comprehensive understanding?

The Scholarship of Application involves using knowledge to solve problems. This scholarship is a dynamic process where new research discoveries are applied and where the applications themselves give rise to new intellectual understandings. This scholarly activity, which both applies and contributes to human knowledge, is particularly needed in a world in which huge, almost intractable problems call for the skills and insights of university faculties. Those engaged in the Scholarship of Application shall ask: How can knowledge be responsibly applied to consequential problems, and how can social, economic, and other problems define an agenda for scholarly investigation?

2.5 Consistent with its expectations, Cal Poly shall continue to improve its support for the Scholarships of Discovery, Integration, and Application. Such support

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shall include but not be limited to assigned time, facilities, equipment, travel, and research assistance.

- Add to 2.5: "Cal Poly's faculty shall be encouraged to belong to appropriate local, state, and national professional organizations." (CBUS)

2.6 Consistent with its expectations, Cal Poly shall encourage staff participation in the Scholarships of Discovery, Integration, and Application. Such staff support should include, but not be limited to, active involvement in projects and research.

- Move to Section 3: Staff Professional Growth and Achievement as Goal 3.6. (CLA) (CSM)

2.7 In addition to a commitment to the Scholarship of Teaching, each Cal Poly faculty member shall demonstrate a continued involvement in one or more of the scholarships of Discovery, Integration, and Application.

- Add to 2.7: "The university recognizes the differences inherent in the many subject disciplines offered at Cal Poly. Accordingly, the level and type of effort directed to these scholarships will depend on the specific applicability to the discipline." (CENG)

- Add to read: "...Discovery, Integration, and Application to a degree that is commensurate to the support provided by the university." (CLA)

2.8 Cal Poly's faculty evaluation process shall require evidence that each faculty member is engaged in one or more of the Scholarships of Discovery, Integration, and Application in addition to the faculty member's involvement in the Scholarship of Teaching.

- Add to 2.8: "The level of this engagement will be judged in the light of the university's support for this activity." (CAGR) (CLA)

- Delete 2.8. (CSM)

- Add a new section on PROFESSIONAL PRODUCTIVITY as follows: "Cal Poly shall recognize and support professional activities to the disciplines (such as holding office, editing journals, reviewing books and participating in professional meetings) and service to the university and larger community (such as serving on committees and activity in community groups and activities)." (CLA)

3. STAFF PROFESSIONAL GROWTH AND ACHIEVEMENT

Excellence in support of students and faculty is the primary goal of Cal Poly's staff, and participation in activities that lead to professional growth and achievement is essential to meeting this goal. Professional growth and

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achievement includes continuing education related to a staff member's current position as well as education and training for future careers. Professional growth and achievement may entail different activities for different staff members.

- Add to read: "...member's current position as well as education and training for future advancement careers." (CENG)

In a university, it is appropriate for all members of the campus community to have the opportunity to seek further learning.

3.1 Cal Poly's staff members shall have the opportunity to pursue additional education and training whether in pursuit of a degree, certification, or personal life-long learning.

- Change to read: "...shall have the opportunity to pursue relevant ~~additional~~ education and training, ~~whether in pursuit of a degree, certification, or personal life-long learning.~~ (CENG)

Staff members must have available to them the tools necessary for professional growth and achievement. This shall include the opportunity to enhance skills in their current fields, to be exposed to recent developments in technology and information, and to acquire additional education.

An important part of professional growth and achievement, especially on a campus as relatively isolated as Cal Poly, is participation in professional organizations and opportunities to attend professional conferences.

- The three paragraphs of 3.1 should also appear in Section 2. (CAGR)

3.2 Cal Poly's staff shall be encouraged to be proficient and current in their professions in order to provide the highest quality support to students, faculty, and the university at large. In support of this, Cal Poly shall continue to improve and update the work environment.

3.3 Cal Poly's staff shall be encouraged to belong to appropriate local, state, and national professional organizations.

- These should also appear in Section 2. (CAGR)

- 3.4 Staff professional growth and achievement shall be recognized by the university.

Add to read: "Relevant staff professional growth..." (CENG)

- 3.5 Cal Poly shall institute revised performance evaluation standards that set fair and high standards for performance of staff members. These performance standards shall take into consideration the stated expectations for professional growth and achievement and recognize staff members who endeavor to meet those expectations.

4. STUDENT SATISFACTION

The experience of students on campus directly relates to their satisfaction and the prospect that they will persist with their academic programs to graduation. Student satisfaction at Cal Poly is enhanced by the ambiance of a small university setting, low student-faculty ratios, and the continuing commitment to provide a motivated, technologically current learning environment. The university must continue to support and promote student satisfaction through early affiliation with specific advising programs, respect for the rights of the individual, access to student services, and opportunities to participate in activities that develop the whole person.

- 4.1 Cal Poly's administrative, academic, and student services programs shall promote student retention, success, and graduation in a timely manner.
- 4.2 Cal Poly's administrative processes affecting students shall be efficient, effective, and oriented toward service.
- 4.3 Cal Poly shall provide services, such as library and information services, computing, and audio-visual services, that improve the learning environment.
- 4.4 Cal Poly shall administer regularly a systematic survey of student attitudes toward academic, administrative, and support services.

Add to 4.4: "The survey results will be published and the administration will announce a response." (CENG) (CLA)

Change to read: "Cal Poly shall fund and administer regularly..." (CLA)

4.4.1 Cal Poly shall establish and implement a thorough approach to investigating the reasons why students choose to discontinue study at Cal Poly.

4.5 Cal Poly shall provide a campus environment where the rights of each member of the university community are respected.

4.5.1 The Cal Poly community shall strive to be free of all forms of harassment.

Combine 4.5 and 4.5.1 to read: "Cal Poly shall provide a campus environment where the rights of each member of the university community are respected. The Cal Poly community shall strive to be free of all forms of harassment." (CENG)

4.5.2 Campus policies for handling harassment complaints will comply with state and federal law.

Do we really need to assert as a goal that we will comply with the law? (CAGR)
Delete 4.5.2 (CBUS) (CENG)

4.6 Cal Poly shall provide an environment in which social, co-curricular, and multi-cultural programs motivate students, faculty, and staff to work, participate, and socialize together.

Change to read: "...provide an environment ~~of in which~~ social, co-curricular, and multi-cultural programs ~~for motivate~~ students, faculty, and staff. ~~to work, participate, and socialize together.~~" (CENG)

Add new section 4.7: "Since a healthy body is necessary for a healthy mind, Cal Poly shall endeavor to provide athletic opportunities for all students by supporting intramural sports, club teams, and other alternatives to interscholastic sports." (CENG) (CLA)

5. DIVERSITY

Cultural diversity improves the quality of life and education for all members of the Cal Poly community. It enhances the educational and professional opportunities for all members of the student body, faculty, and staff, and enriches the social climate both on and off campus. The concept of cultural diversity assumes recognition and respect for differences in age, country of origin, creed, economic background, ethnicity, gender, physical ability, race, or sexual orientation. Objectives for achieving the educational equity reflected in diversity include programs for outreach, recruitment, retention, career planning, and graduation for students as well as programs for recruitment and retention of all Cal Poly employees. Emphasis is given to achieving parity for individuals from underrepresented groups in enrollment by having Cal Poly graduating classes reflect the

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diversity of the state's high school graduating class five years previously. Parity in employment is achieved by having Cal Poly meet or exceed the percent eligibility of underrepresented individuals by job category in the area in which the campus can reasonably recruit. Additionally, the Cal Poly community shall have access to academic and cultural programs which will promote the development of an integrated multi-cultural, multi-racial community.

- Delete to read: "~~graduating classes reflecting the diversity of the state's high school graduating class five years previously.~~" (CAGR)
- (Perhaps a section could be added indicating that Cal Poly would encourage/promote programs to help faculty include LEGITIMATE content pertaining to ethnic minorities and women within the faculty members' courses--we propose separate courses on diversity within the curriculum but do not encourage faculty to make such legitimate content a part of their own courses. If this were being done, there would be less need for separate courses dealing with diversity.) (CAGR)
- Delete to read: "...programs for recruitment and retention of all Cal Poly employees. ~~Emphasis is given to achieving parity for individuals from underrepresented groups in enrollment by having Cal Poly graduating classes reflect the diversity of the state's high school graduating class five years previously. Parity in employment is achieved by having Cal Poly meet or exceed the percent eligibility of underrepresented individuals by job category in the area in which the campus can reasonably recruit. Additionally, the Cal Poly community shall have access to academic and cultural programs which will promote the development of an integrated multi-cultural, multi-racial community.~~" (CBUS)
- Change to read: "assumes recognition and respect for the differences among human being, in age, country of origin, creed, economic background, ethnicity, gender, physical ability, race, or sexual orientation." (CENG)
- Change to read: "...having Cal Poly graduating classes reflect the diversity of CSU eligible students in the state's high school graduating class...Parity...is achieved by having Cal Poly meet or exceed the percent eligibility of under..." (CENG)
- Replace this preamble with the following: "Cultural diversity enhances the quality of life and education for all members of the Cal Poly community and enriches the social and professional climate both on and off campus. The concept of cultural diversity assumes recognition and respect for differences in age, country of origin, creed, economic background, ethnicity, gender, physical ability, race, and sexual orientation. The development and maintenance of an integrated multicultural campus is the responsibility of all members of the Cal Poly community. Achieving educational equity within a diverse student body will require programs in outreach, recruitment, retention, career planning, and graduation with special emphasis on reflecting the diversity among CSU eligible students within the state. Equity in employment is achievable if Cal Poly commits to meeting or exceeding the proportion of eligible underrepresented individuals by job category in appropriate recruiting areas. To achieve a truly integrated multicultural campus, members of the faculty, staff, and student body must participate in academic and cultural programs which promote the sensitivity, understanding, and appreciation necessary for the successful development of this ideal." (EEC) (CENG) (CLA)
- Delete to read: "...programs for recruitment and retention of all Cal Poly employees. ~~Emphasis is given to achieving parity for individuals from underrepresented groups in enrollment by having Cal Poly graduating classes reflect the diversity of the state's high school graduating class five years previously.~~" (CSM)

5.1 Cal Poly shall lead in creating a multi-cultural and multi-racial campus.

- Change to read: "Cal Poly shall lead in creating a ~~multi-cultural and multi-racial campus~~ cultural diverse campus." (CBUS)
- Replace 5.1 with the following: "All members of the Cal Poly community shall work cooperatively to achieve an integrated multi-cultural, multi-racial campus in which the educational and professional opportunities for the student body, faculty, and staff are enhanced." (EEC) (CENG) (CLA)

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- 5.2 Cal Poly shall strive to have the composition of the university community, regardless of institutional size, reflect closely the cultural diversity of California.

- Change to read: "...regardless of institutional size, reasonably ~~closely~~ reflect the cultural diversity of California." (CBUS)
- Replace 5.2 with the following: "The composition of the Cal Poly community shall reasonably reflect the cultural diversity of those Californians qualified for enrollment or employment at Cal Poly." (EEC) (CENG)
- Replace 5.2 with the following: "The composition of the Cal Poly community shall closely reflect the cultural diversity of California." (CLA)

- 5.2.1 By the year 2000, Cal Poly's graduating classes shall reflect the ethnic and gender diversity of the high school graduating class five years previously. This diversity shall be distributed in reasonable proportions throughout the university's curricular and other programs.

- Delete to read: "By the year 2000...five years previously..." (CAGR)
- Change to read: "...cultural diversity ethnic and gender diversity of CSU eligible graduates of the high school graduating class..." (CAGR)
- Replace 5.2.1 with the following: "Cal Poly shall continue to develop programs to increase the number of qualified applicants, attract students of high calibre, and increase the diversity of the student population in accordance with the campus enrollment management plan." (CBUS)
- Replace 5.2.1 with the following: "Cal Poly shall strive to have its graduating classes reflect the cultural diversity of the CSU-eligible high school graduation class five years previously." (CENG)
- Replace 5.2.1 with the following: "Cal Poly's entering classes of students shall reflect the cultural diversity among CSU-eligible students at that time and this diversity shall be distributed in reasonable proportions throughout the university's curricular and other programs. Graduation rates will be uniform regardless of ethnicity and gender within each graduating class." (EEC) (CAGR) (CLA)
- Add this sentence to the preceding addition immediately above: "Cal Poly shall continue to develop an environment and the academic support that is conducive to the success of all matriculated students including emphasis in such areas as academic counseling, career planning, retention, and graduation." (CLA)
- Delete current Goal 5.2.1. Renumber current Goal 5.2.2 to become 5.2.1. (CSM)

- 5.2.2 Cal Poly shall continue to develop programs to increase the number of qualified applicants, attract students of high calibre, and increase the diversity of the student population in accordance with the campus enrollment management plan.

- Replace 5.2.2 with the following: "Cal Poly shall continue to develop programs for the recruitment of underrepresented students, faculty and staff and the retention and promotion of all its employees." (CAGR) (CENG)
- Replace 5.2.2 with the following: "Cal Poly shall continue to develop an environment and the academic support that is conducive to the success of all matriculated students including emphasis in such areas as academic counseling, career planning, retention, and graduation." (CBUS)
- Replace 5.2.2 with the following: "Cal Poly shall employ a faculty, staff, and administration that is representative of the cultural diversity of the State of California. In achieving this goal, the diversity shall be distributed in reasonable proportions throughout the university and hires from underrepresented groups shall meet or exceed the availability in appropriate pools." (EEC) (CLA)

5.2.3 Cal Poly shall establish effective outreach programs to increase the number of qualified underrepresented students, faculty, and staff.

- Replace 5.2.3 with the following: "Cal Poly shall establish effective outreach programs to increase the number of underrepresented students, faculty, and staff members and participate to the fullest extent possible in CSU programs for increasing faculty, staff, and student diversity. In addition, Cal Poly will have programs that promote the personal and professional success of underrepresented members of the university community." (EEC)
- Replace 5.2.3 with the following: "Cal Poly shall continue to develop programs for the recruitment of underrepresented faculty and staff and the retention and promotion of all its employees." (CBUS) (CSM)
- Change to read: "... the number of qualified underrepresented students..." (CLA)
- Add to 5.2.3: "In addition, Cal Poly will have programs that promote the personal and professional success of underrepresented members of the university community." (CLA)
- Renumber this goal to 5.2.2. (CSM)

5.3 Cal Poly shall create a campus environment that ensures equal opportunity for professional and personal success in all segments of the university community.

- Change to read: "...opportunity for professional ~~and personal~~ success..." (CENG)
- Change to read: "...that ensures equitable ~~equal~~ opportunity..." (CLA)

5.4 Cal Poly shall value diversity and promote mutual respect and interaction among all individuals.

- Replace 5.4 with the following: "Cal Poly shall value diversity and promote mutual respect and interaction among all individuals. Cal Poly shall identify and support effective programs for educating Cal Poly faculty and staff members, students, and off-campus LOCAL constituencies in cultural diversity and for encouraging an integrated, diverse community within the university." 5.4 and 5.4.1 are combined into one statement.) (EEC) (CENG) (CLA)

5.4.1 Cal Poly shall identify and support effective programs for educating Cal Poly faculty, staff, students, and off-campus constituencies in cultural diversity and for encouraging an integrated, diverse community within the university.

5.5 Cal Poly shall create academic and cultural programs to demonstrate to the campus and the community the contributions of culturally diverse groups.

- Change to read: "...shall create ~~academic and~~ cultural programs..." (CAGR) (CENG)

- 5.6 Cal Poly shall participate to the fullest extent possible in CSU programs for increasing faculty and staff diversity.

- (5.6 has been revised into 5.2.3.) (EEC)
- Delete 5.6. (CSM)

6. GOVERNANCE AND COLLEGIALITY

Effective university governance depends on a shared sense of responsibility and commitment to the university's educational mission. Collegiality encourages the participation of all constituencies in the decision-making process and creates a work environment that builds cooperation, mutual respect, and high morale, and helps achieve the university's goals.

- 6.1 Cal Poly shall clearly identify, evaluate, and communicate its governance structure, including its agents and their roles and responsibilities, and adopt a structure that includes all constituencies.

- 6.1.1 Cal Poly's governance structure shall implement shared decision making. This involves fostering mutual respect and a set of values that regards the members of the various university constituencies as essential for the success of the academic enterprise.

- 6.2 Cal Poly shall regularly evaluate and modify its governance structure and the roles and responsibilities of the structure's elements, with particular attention to collegiality and the coupling of authority and responsibility.

- 6.3 Cal Poly shall understand clearly, evaluate and enhance its roles, relationships, and responsibilities with the CSU Board of Trustees and with the Chancellor's Office.

- (What does "understand clearly" mean in this paragraph? It's not clear.) (CAGR)

- 6.4 Cal Poly shall determine the role of other authoritative structures such as the California Postsecondary Education Commission, employee organizations, the governor's office, and the state legislature in its operations, and its responsibility to those structures.

7. INSTITUTIONAL SIZE

Constant improvement in quality is essential to Cal Poly's success in achieving its goals. To accomplish this, facilities frequently need to be altered or added. However, qualitative increases cannot be sustained without money, material, and people to nourish them, and growth beyond adequate resources leads to a deterioration of quality. The university must continually balance size and resources and must develop the additional resources that excellence requires.

7.1 Cal Poly shall continue its commitment to planned changes in institutional size.

7.1.1 Cal Poly shall not undertake any growth without adequate facilities and supporting resources.

7.1.2 Campus ambiance shall be improved by ensuring that new facilities are consistent with a master plan for the physical improvement of the campus.

7.2 Cal Poly shall explore alternative educational models to enhance the quality and quantity of the services it provides to its students and other constituencies, including business and industry.

- Change to read: "...alternative educational models and technologies to enhance..." (CBUS)

7.2.1 Cal Poly shall consider alternatives to the university's current quarter system.

7.2.2 Cal Poly shall explore new technologies that offer the potential to increase the quality and quantity of the education and services it provides.

7.3 Cal Poly's planning for institutional size shall reinforce the campus' goals for quality and diversity.

7.4 Cal Poly shall continue to develop and expand auxiliary services such as the Cal Poly Foundation enterprises to enhance the quality and quantity of support services and programs delivered to the campus community.

7.5 Cal Poly shall consult with the City and County of San Luis Obispo and participate in public forums in planning for and mitigating the impact of changes in institutional size.

7.6 Cal Poly shall actively seek all appropriate sources of financial and material support, expanding its efforts to

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take advantage of untapped existing opportunities and to create new ones.

- 7.7 Cal Poly shall consider its human resources as part of any evaluation of resources--especially when considering the adequacy of resources to support increases in enrollment.

- 7.8 Cal Poly's physical environment and services shall continually be improved by creative planning that emphasizes a comprehensive, humanistic environmental awareness.

8. UNIVERSITY RELATION AND IMAGE

- (Delete the use of "image" in this entire section.) (CAGR) (CLA)
- Add "s" to "Relation" and delete "...end-image." (CBUS) (CLA)

Cal Poly has a multitude of relationships with many and varied groups. Its image is similarly multifaceted, depending on the quality of each relationship. While Cal Poly's reputation is enviable, it is neither perfect nor permanent. Active, open, and honest relations are the foundation of a positive image and build understanding, lasting good will, and support for the university's programs and goals. Cal Poly should continue to build and maintain relations and an image that reflect the highest integrity and help the university achieve its goals.

- 8.1 Cal Poly shall continue to develop a comprehensive program of active relations with the university's various constituencies and audiences to ensure effective, efficient, positive and mutually satisfying relationships.

- 8.1.1 Cal Poly shall treat its personnel as full partners in the university's endeavors, fully recognizing the value and importance of both faculty and staff, and shall be guided by a commitment to fostering a community spirit on the campus.

- 8.1.2 Cal Poly shall ensure the coordination of its various relations programs.

- 8.1.3 Cal Poly shall ensure that all pertinent information about the university is effectively communicated to the university community, the general public, and to appropriate news media.

- 8.1.4 Cal Poly shall be a good neighbor and enhance the university's positive impact by emphasizing open

communication with the city and county and addressing concerns of the local community.

8.1.5 Cal Poly shall strive to increase parent and alumni participation in campus life and activities in order to build a stronger base of support as well as pride and satisfaction among both current and former students.

8.1.6 Cal Poly shall consider business, industry, and private donors to be partners with the university, and shall strive to develop mutually satisfying relationships and a climate that will maintain and increase the level of support.

8.1.7 Cal Poly shall continue to evaluate and address changes in its relationship with the state government and other levels of government as appropriate.

8.2 Cal Poly shall strive to enhance the university's image among all of its audiences and constituent groups.

Delete 8.2. (CBUS)

8.2.1 Cal Poly shall seek a clear understanding of the university's different audiences and the different attitudes and images they have regarding the university.

Delete 8.2.1. (CBUS)

8.2.2 Cal Poly shall accurately reflect in its communications the university's mission and goals, a vision of its future, the quality of its human resources and programs, the realities of campus life, and a concern for the university's long-standing reputation built on honesty and integrity.

Delete 8.2.2. (CBUS)

8.3 Cal Poly shall publicize its strategic planning effort and its strategic goals immediately upon adoption of the Strategic Plan.

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- Change 8.3 to 8.2 after eliminating section 8.2 and its subsections. (CBUS)

ENROLLMENT AND STAFFING PROJECTIONS
CULTURAL PLURALISM CURRICULUM REQUIREMENT

cultural pluralism

92-93 New Student Projections

| TERM | LEVEL | | | TOTAL |
|--------|----------|----------------|----------------|-------|
| | FRESHMEN | LOWER DIV TRAN | UPPER DIV TRAN | |
| SUMMER | 141 | 186 | 313 | 640 |
| FALL | 1331 | 563 | 568 | 2462 |
| WINTER | 5 | 20 | 30 | 55 |
| SPRING | 5 | 20 | 30 | 55 |
| TOTAL | 1482 | 789 | 941 | 3212 |

SOURCE: Quarterly Internal Report on Enrollment

Long Range Steady State Enrollment Projections

3,700 total new students to maintain steady FTE level of 13,500
Assume proportion among levels to be the same as for 1992-93;
46.1% Freshmen, 24.6% lower division transfer, and 29.3% upper division transfer
Equates to 1,707 Freshmen, 909 lower division transfers, and 1084 upper division transfers.

Enrollment Pattern In Cultural Pluralism Course

1994-95

1,707 Freshmen

400 Transfers (Assumes 20% change to F94 catalog)

Requires 53 sections of 40 students each.

Requires 13.25 FTEF at 12 WTU's/FTEF to 10.6 FTEF at 15 WTU's/FTEF

1995-96

1,707 Freshmen

1,000 Transfers (Assumes combination of change to and lower division transfer on F94 catalog)

Requires 68 sections of 40 students each.

Requires 17.0 FTEF at 12 WTU's/FTEF to 13.6 FTEF at 15 WTU's/FTEF

1996-97

1,707 Freshmen

1,450 Transfers (Assumes all lower and 50% of upper division transfers on F94 catalog)

Requires 79 sections of 40 students each.

Requires 19.75 FTEF at 12 WTU's/FTEF to 15.8 FTEF at 15 WTU's/FTEF

1997-98

1,707 Freshmen

1,000 Transfers (Assumes one-half of transfers have articulated course)

Requires 68 sections of 40 students each.

Requires 17.0 FTEF at 12 WTU's/FTEF to 13.6 FTEF at 15 WTU's/FTEF

1998-99

1,707 Freshmen

500 Transfers (Projected steady state demand from transfers)

Requires 55 sections of 40 students each.

Requires 13.75 FTEF at 12 WTU's/FTEF to 11 FTEF at 15 WTU's/FTEF

17xw 60ale 12.1.92

Academic Senate Draft
Dated: December 1, 1992

**RECOMMENDATIONS THAT APPEAR IN CAPITALIZED, BOLD TYPE ARE THE
RECOMMENDATIONS OF THE ACADEMIC SENATE EXECUTIVE COMMITTEE**

ADD PREAMBLE

CAL POLY MISSION STATEMENT

Cal Poly's mission as a predominantly undergraduate, comprehensive, polytechnic university serving California is to discover, integrate, apply and transmit truth and knowledge in teaching while serving the needs of its constituencies.

Cal Poly achieves its mission by balancing theory and application, principle and practice, and through its special emphasis, reflected in the phrase "learn by doing."

As part of its mission, Cal Poly is dedicated to complete respect for human rights and the development of the full potential of each of its individual members, and pledges to serve all the peoples of California by educating its students to an exceptional level of social and professional awareness.

- a. Change first paragraph to read: "...polytechnic university serving California is to provide students with academic programs that foster their ability to discover, integrate, apply and transmit truth and knowledge in teaching while serving the needs of its constituencies."
- b. Change third paragraph to read: "...Cal Poly is dedicated to respecting complete respect for human rights and the development of the full potential of each..."
- c. Replace entire Mission Statement with the following:
Cal Poly's mission as a predominately undergraduate, comprehensive polytechnic university serving California, is to provide high quality academic programs that foster the ability to discover, integrate, apply, and transmit truth and knowledge.
Cal Poly achieves its mission by balancing theory and application, principle and practice, and through its special emphasis, reflected in the phrase, "learn by doing," emphasizes the practical application of theory, principles, and practice.
As part of its mission, Cal Poly is dedicated to complete respect for human rights and the development of the full potential of each of its individual members, and pledges to serve all the peoples of California by educating its students to an exceptional level of social and professional awareness.
- d. Replace entire Mission Statement with the following:
As a predominantly undergraduate, comprehensive, polytechnic university serving California, the mission of Cal Poly is to discover, integrate, articulate, and apply knowledge. This it does by emphasizing teaching; engaging in research; participating in the various communities with which it pursues common interests; and where appropriate, providing students with the unique experience of direct involvement with the actual challenges of their disciplines.
Cal Poly is dedicated to complete respect for human rights and the development of the full potential of each of its individual members. Cal Poly is committed to providing an environment where all share in the common responsibility to safeguard each other's rights, encourage a mutual concern for individual, in growth and appreciate the benefits of a diverse campus community.

1. ACADEMIC PROGRAMS

The purpose of academic programs at Cal Poly is to fulfill the university mission of pursuing and transmitting knowledge and truth. Cal Poly's academic programs support the university's unique comprehensive and polytechnic mission and should all be assessed periodically to ensure that they meet student and societal needs. Cal Poly should provide the necessary resources to ensure the highest quality of service to its students to facilitate their progress throughout all phases of their educational careers.

- A. ADD: "...TRANSMITTING SKILL, KNOWLEDGE AND TRUTH..."
- b. Delete: "...comprehensive..."
- c. Change to read: "...unique comprehensive, and polytechnic mission..."

Goals:

- 1.1 Consistent with the provisions of Title 5, Sections 40050 and 40051 of the California Code of Regulations, Cal Poly shall affirm its polytechnic orientation emphasizing undergraduate, graduate, and post-baccalaureate professional and technical programs, while providing equally high-quality programs in the arts, humanities, and natural, social and behavioral sciences that characterize a comprehensive university. These programs shall encourage students to be imaginative and assume leadership in the future.

- A. CHANGE TO READ: "...PROVIDING EQUALLY HIGH-QUALITY PROGRAMS IN THE ARTS, SCIENCES, AND HUMANITIES, AND NATURAL, SOCIAL AND BEHAVIORAL SCIENCES THAT CHARACTERIZE A COMPREHENSIVE UNIVERSITY..."
- b. Change to read: "...while providing equally high-quality support[ive] programs in the arts...~~that characterize a comprehensive university.~~"
- c. Replace 1.1 with the following: "Consistent with the provisions of Title 5, Sections 40050 and 40051, Cal Poly shall provide academic programs that stress the importance of the liberal arts and sciences as the indispensable foundation of the baccalaureate degree. In addition, it shall emphasize programs in the applied fields of agriculture, engineering, business, home economics and other occupational and professional fields."
- d. Add to read: "...that characterize a comprehensive polytechnic university."

1.1.1. Cal Poly shall ensure that 70 to 80 percent of each graduating class is in professionally or technically oriented programs.

- a. Change to read: "Cal Poly shall ensure that a significant majority of Cal Poly students are enrolled in professional or technical programs that 70 to 80 percent of each graduating class is in professionally or technically oriented programs."
- b. (The figure of 70 to 80 percent should include graduate students.)
- c. Change to read: "... a majority 70 to 80 percent..."
- d. Change to read: "...70 to 80 percent of each graduating class be in baccalaureate and graduate degrees from ~~is~~ in professionally or technically oriented programs."
- e. Replace 1.1.1 with the following: "Cal Poly shall allow a majority of the student body, including baccalaureate and master's degree candidates, in professionally or technically oriented programs."

F. ADD NEW SUBSECTION 1.1.2: "CAL POLY ADMINISTRATION SHALL CONTINUE TO SEEK NECESSARY STATE RESOURCES TO SUPPORT A HIGH-QUALITY POLYTECHNIC UNIVERSITY."

- g. Add new subsection 1.1.2: "Cal Poly shall continue to encourage teaching of the highest quality technical programs."

1.2 Cal Poly shall continue to admit and graduate the highest quality students possible.

1.3 Cal Poly shall admit freshmen into majors, or schools, or admit them into the university without declaring a major.

- A. CHANGE TO READ: "...SCHOOLS..." TO "...COLLEGES..."
- b. Change to read: "Cal Poly shall admit a small percentage of honor students ~~freshmen~~ into majors..."
- c. Change to read: "...admit freshmen into majors, or schools, and shall study the possibility of admitting them into the university without declaring a major."

1.4 Cal Poly's general education program shall reflect the institution's polytechnic character and will provide means whereby graduates:

- A. REPLACE 1.4 WITH THE FOLLOWING: "CAL POLY'S GENERAL EDUCATION WILL CONTINUE TO MAINTAIN A TECHNICAL COMPONENT CONSISTENT WITH THE UNIVERSITY'S CHARACTER AND WILL PROVIDE MEANS WHEREBY GRADUATES:"
- b. Change to read: "Cal Poly's general education ~~shall reflect the institution's polytechnic character and will provide means whereby graduates:~~"

will have achieved the ability to think clearly, logically, and creatively; to find and critically examine information; to communicate in English orally and in writing; and to perform quantitative functions;

- Change to read: "...to think clearly, ~~logically~~, rationally, ..."

will have acquired appreciable knowledge about their own bodies and minds, about how human society has developed and how it now functions, about the "physical world in which they live," about the other forms of life with which they share that world, and about the cultural endeavors and legacies of their civilization;

REMOVE THE QUOTATION MARKS AROUND "PHYSICAL WORLD IN WHICH THEY LIVE."

will have come to an understanding and appreciation of the principles, methodologies, value systems, and thought processes employed in human inquiries.

1.4.1 Cal Poly's general education program shall provide alternatives by which undergraduates can complete the CSU mandated requirements for general education.

Delete 1.4.1.

1.4.2 Cal Poly shall establish policy to facilitate general education transferability.

- A. ADD THE FOLLOWING SUBSECTION AS 1.4.3: "CAL POLY SHALL ENSURE ITS GRADUATES WILL HAVE ACQUIRED KNOWLEDGE REGARDING TECHNOLOGY, ITS IMPORTANCE TO SOCIETY, AND ITS IMPACTS ON THE NATURAL SYSTEMS."
- b. Add the following subsection: "will have acquired knowledge regarding technology, its importance to society, and its impacts on the natural system."
- c. Add the following subsection: "Cal Poly's general education requirement will continue to maintain a technical component consistent with the university's polytechnic character."
- d. Add the following subsection: "will have gained a basic understanding of the nature of symbolic and aesthetic expression as embodied in significant literary and artistic achievements."

1.5 Cal Poly shall support and develop high quality graduate programs that complement the mission of the university.

- A. CHANGE TO READ: "...HIGH QUALITY POSTBACCALAUREATE GRADUATE PROGRAMS..."
- b. Add: "...develop high quality polytechnic graduate programs..."

1.5.1 Cal Poly shall ensure that 10 to 20 percent of each graduating class is in graduate programs.

A. DELETE 1.5.1.

- b. Change to read: "...ensure that 5 to 15 ~~40 to 20~~ percent of each..."
- c. Change to read: "...high quality postbaccalaureate ~~graduate~~ programs..."
- d. Replace with the following: "Cal Poly will continue to offer quality masters degree and credentialling programs in addition to its undergraduate programs."

1.6 Cal Poly shall provide a campus environment where a strong commitment to teaching and learning exists, and all members of the campus community are motivated to work together in the pursuit of educational goals.

1.7 Cal Poly's instructional programs will vary in size depending on such factors as:

- o relevance to mission
- o quality of program, faculty, students, and staff
- o support of the university's Educational Equity and Affirmative Action plans
- o projected demand by students and employers
- o overlaps with programs in other institutions, including the number and size of similar programs offered elsewhere in the state
- o requirements of accreditation associations
- o resource requirements (variety of faculty, staff, facilities, equipment, library resources).

- a. Delete: ~~o "support of the university's Educational Equity and Affirmative Action plans."~~
- b. Delete: ~~o "resource requirements (variety of faculty, staff, facilities, equipment, library resources)"~~
- c. Delete all of 1.7.

1.8 Cal Poly's decisions about academic programs and administrative organizations shall be based on the educational needs of students and society and the efficient and effective use of resources.

A. CHANGE TO READ: "...SOCIETY AND THE EFFICIENT, AND EFFECTIVE AND APPROPRIATE USE OF RESOURCES WITHIN A PROGRAM."

- b. Change to read: "...educational needs of students and society, ~~and the efficient and effective use of resources.~~"

1.8.1 Cal Poly shall review these decisions regularly.

- 1.9 Cal Poly shall participate in self-supporting programs that offer educational opportunities for non-traditional, non-matriculated students.

- A. REMOVE THE HYPHENS FROM "NON-TRADITIONAL" AND "NON-MATRICULATED".
- b. Change to read: "Cal Poly shall participate in self-supporting programs. ~~that offer educational opportunities for non-traditional, non-matriculated students.~~

- 1.10 Cal Poly shall require for graduation successful completion of course work that focuses on the issues of gender and cultural pluralism.

Replace 1.10 with the following and add the following subsections:

1.10 Cal Poly shall ensure that the academic curriculum is appropriately infused with issues of gender and cultural and racial pluralism.

1.10.1 Cal Poly shall require for graduation, successful completion of course work that focuses on the issues of gender and cultural and racial pluralism.

1.10.2 Cal Poly shall ensure that the content of courses across the curriculum include relevant issues of gender and cultural and racial pluralism where appropriate.

1.10.3 Cal Poly shall institute an Ethnic Studies minor."

2. FACULTY SCHOLARSHIP

ADD AT THE BEGINNING OF THIS SECTION: "THE FACULTY SHALL BE ENCOURAGED TO BE PROFICIENT AND CURRENT IN THEIR DISCIPLINES AS WELL AS THEIR TEACHING SKILLS. CAL POLY SHALL CONTINUE TO ENCOURAGE FACULTY TO BELONG TO APPROPRIATE PROFESSIONAL ORGANIZATIONS. CAL POLY WILL PROVIDE THE NECESSARY SUPPORT TO ENSURE THAT FACULTY HAVE THE OPPORTUNITY TO ACHIEVE SUCCESS IN THE SCHOLARSHIPS IDENTIFIED BELOW."

Faculty Professional Development

Excellence in teaching is the primary purpose of Cal Poly's faculty, and active participation in various types of scholarly activities is essential to meeting this goal. Cal Poly recognizes and endorses four types of scholarship as part of the expectations for faculty. A Carnegie Foundation report entitled Scholarship Reconsidered: Priorities of the Professorate identifies these as the Scholarship of Teaching, the Scholarship of Discovery, the Scholarship of Integration, and the Scholarship of Application. Each of Cal Poly's faculty members must be active and proficient in the Scholarship of Teaching. While activity in the three remaining areas characterizes the career of a faculty member, at any given time it is likely that one area will receive greater emphasis than the others.

Add to read: "...Cal Poly recognizes and endorses the four types of scholarship mentioned below as part of the expectations for faculty."

The following thoughts extracted from the Carnegie Foundation report suit the mission of teaching and pursuing knowledge at Cal Poly particularly well.

- A. REPLACE THE ABOVE PARAGRAPH WITH THE FOLLOWING: "CAL POLY ENDORSES THE BROAD DEFINITIONS OF THE FOUR TYPES OF SCHOLARSHIP SET FORTH IN THE CARNEGIE REPORT. THE FOLLOWING THOUGHTS EXTRACTED FROM THE CARNEGIE REPORT SUMMARIZE THE MISSION OF TEACHING AND SCHOLARSHIP AT CAL POLY."
- b. Add sentence to the above section: "Cal Poly will provide the necessary support to ensure that faculty have the opportunity to achieve (success) in the scholarships identified."

The Scholarship of Teaching. As a scholarly enterprise, teaching begins with what the teacher knows. Those who teach must be well-informed and steeped in the knowledge of their fields. But the work of the professor becomes consequential only as it is understood by others. Teaching is also a dynamic endeavor involving the analogies, metaphors, and images that build bridges between the teacher's understanding and the student's learning.

~~CHANGE TO READ: "BUT THE WORK OF THE PROFESSOR BECOMES CONSEQUENTIAL ONLY AS IT IS UNDERSTOOD BY OTHERS. TEACHING IS ALSO A DYNAMIC ENDEAVOR INVOLVING THE ANALOGIES, METAPHORS, AND IMAGES THAT BUILD BRIDGES BETWEEN THE TEACHER'S UNDERSTANDING AND THE STUDENT'S LEARNING. TEACHING IS ALSO A DYNAMIC ENDEAVOR WHICH MUST BRING STUDENTS ACTIVELY INTO THE EDUCATIONAL PROCESS."~~

Further, teaching, at its best, means not only transmitting knowledge, but transforming and extending it as well. In the end, inspired teaching keeps scholarship alive. Without the teaching function, the continuity of knowledge will be broken and the store of human knowledge diminished.

~~CHANGE TO READ: "IN THE END, INSPIRED TEACHING KEEPS SCHOLARSHIP ALIVE. IN THE END, INSPIRED TEACHING KEEPS SCHOLARSHIP ALIVE AND INSPIRED SCHOLARSHIP KEEPS TEACHING ALIVE."~~

2.1 Cal Poly shall continue to encourage its faculty members to be proficient and current in the subjects they teach.

2.2 Cal Poly shall continue to improve opportunities for each faculty member to be skilled in classroom or comparable modes of instruction.

- A. ADD TO READ: "...COMPARABLE MODES OF INSTRUCTION AND TO HAVE THE MOST UP-TO-DATE MEANS OF INFORMATION TECHNOLOGY AVAILABLE."
- b. Add to 2.2: "With particular emphasis upon teaching methods that require students to take an active role in their own learning."

2.3 Consistent with its expectations, Cal Poly shall continue to improve classroom space, classroom equipment, supplies, study space, computer equipment, books, periodicals, and other resources.

A. CHANGE TO READ: "...STUDY SPACE, ~~COMPUTER EQUIPMENT,~~ COMMUNICATION AND INFORMATION TECHNOLOGIES, BOOKS, PERIODICALS, AND OTHER RESOURCES."

b. Add to read: "...shall continue to improve electronic means of communication and information retrieval, classroom space...computer equipment, networking and software..."

2.4 Cal Poly shall develop an on-going and effective program of conferences and workshops on teaching to ensure the highest possible quality of instruction across the campus.

ADD TO READ: "...WORKSHOPS ON TEACHING AND USE OF INFORMATION TECHNOLOGY..."

The Scholarship of Discovery comes closest to what is meant when academics speak of "research." This scholarship contributes not only to the stock of human knowledge, but also to the intellectual climate of the University. Not just the outcomes, but the process, and especially the passion, give meaning to the effort.

The probing mind of the research is a vital asset to Cal Poly, the state, and the world. Scholarly investigation, in all the disciplines, is at the very heart of academic life, and the pursuit of knowledge must be assiduously cultivated and defended. Disciplined, investigative efforts within the University should be strengthened, not diminished. Those engaged in the Scholarship of Discovery shall ask: What is known and what is yet to be discovered?

A. ADD TO READ: "THE PROBING MIND OF THE RESEARCHER..."

B. ADD TO READ: "...SCHOLARLY INVESTIGATION AND/OR CREATIVE ACTIVITY, IN ALL THE DISCIPLINES..."

c. Add after: "...Scholarly investigation...cultivated and defended. This activity includes the imaginative work of artists, performers, musicians, and creative writers that enhances the vitality and reputation of the university by exploring new aesthetic and cultural dimensions."

The Scholarship of Integration involves the serious, disciplined work of interpreting, drawing together, and bringing new insight to bear on original research. This scholarship can involve doing research at the boundaries where fields of study converge, or it can involve the interpretation and fitting of one's own research--or the research of others--into larger intellectual patterns.

Integration means making connections across the disciplines, placing the specialties in larger context, illuminating data in a revealing way, often educating nonspecialists, too. Those engaged in the Scholarship of Integration shall ask: What do the research findings mean and is it possible to interpret what has been discovered in ways that provide a larger, more comprehensive understanding?

The Scholarship of Application involves using knowledge to solve problems. This scholarship is a dynamic process where new research discoveries are applied and where the applications themselves give rise to new intellectual understandings. This scholarly activity, which both applies and contributes to human knowledge, is particularly needed in a world in which huge, almost intractable problems call for the skills and insights of university faculties. Those engaged in the Scholarship of Application shall ask: How can knowledge be responsibly applied to consequential problems, and how can social, economic, and other problems define an agenda for scholarly investigation?

- 2.5 Consistent with its expectations, Cal Poly shall continue to improve its support for the Scholarships of Discovery, Integration, and Application. Such support shall include but not be limited to assigned time, facilities, equipment, travel, and research assistance.

Add to 2.5: "Cal Poly's faculty shall be encouraged to belong to appropriate local, state, and national professional organizations."

- 2.6 Consistent with its expectations, Cal Poly shall encourage staff participation in the Scholarships of Discovery, Integration, and Application. Such staff support should include, but not be limited to, active involvement in projects and research.

A. DELETE 2.6.

b. Move to Section 3: Staff Professional Growth and Achievement as Goal 3.6.

2.7 In addition to a commitment to the Scholarship of Teaching, each Cal Poly faculty member shall demonstrate a continued involvement in one or more of the scholarships of Discovery, Integration, and Application.

A. DELETE 2.7.

- b. Add to 2.7: "The university recognizes the differences inherent in the many subject disciplines offered at Cal Poly. Accordingly, the level and type of effort directed to these scholarships will depend on the specific applicability to the discipline."
- c. Add to read: "...Discovery, Integration, and Application to a degree that is commensurate to the support provided by the university."

2.8 Cal Poly's faculty evaluation process shall require evidence that each faculty member is engaged in one or more of the Scholarships of Discovery, Integration, and Application in addition to the faculty member's involvement in the Scholarship of Teaching.

A. DELETE 2.8.

- b. Add to 2.8: "The level of this engagement will be judged in the light of the university's support for this activity."

- c. ADD A NEW SECTION ON PROFESSIONAL PRODUCTIVITY AS FOLLOWS: "CAL POLY SHALL RECOGNIZE AND SUPPORT PROFESSIONAL ACTIVITIES TO THE DISCIPLINES (SUCH AS HOLDING OFFICE, EDITING JOURNALS, REVIEWING BOOKS AND PARTICIPATING IN PROFESSIONAL MEETINGS) AND SERVICE TO THE UNIVERSITY AND LARGER COMMUNITY (SUCH AS SERVING ON COMMITTEES AND ACTIVITY IN COMMUNITY GROUPS AND ACTIVITIES)."

3. STAFF PROFESSIONAL GROWTH AND ACHIEVEMENT

Excellence in support of students and faculty is the primary goal of Cal Poly's staff, and participation in activities that lead to professional growth and achievement is essential to meeting this goal. Professional growth and achievement includes continuing education related to a staff member's current position as well as education and training for future careers. Professional growth and achievement may entail different activities for different staff members.

- Add to read: "...member's current position as well as education and training for future advancement careers."

In a university, it is appropriate for all members of the campus community to have the opportunity to seek further learning.

- 3.1 Cal Poly's staff members shall have the opportunity to pursue additional education and training whether in pursuit of a degree, certification, or personal life-long learning.

Change to read: "...shall have the opportunity to pursue relevant ~~additional~~ education and training_ ~~whether in pursuit of a degree, certification, or personal life-long learning.~~

Staff members must have available to them the tools necessary for professional growth and achievement. This shall include the opportunity to enhance skills in their current fields, to be exposed to recent developments in technology and information, and to acquire additional education.

An important part of professional growth and achievement, especially on a campus as relatively isolated as Cal Poly, is participation in professional organizations and opportunities to attend professional conferences.

The three paragraphs of 3.1 should also appear in Section 2.

- 3.2 Cal Poly's staff shall be encouraged to be proficient and current in their professions in order to provide the highest quality support to students, faculty, and the university at large. In support of this, Cal Poly shall continue to improve and update the work environment.
- 3.3 Cal Poly's staff shall be encouraged to belong to appropriate local, state, and national professional organizations.

These should also appear in Section 2.

- 3.4 Staff professional growth and achievement shall be recognized by the university.

Add to read: "Relevant staff professional growth..."

- 3.5 Cal Poly shall institute revised performance evaluation standards that set fair and high standards for performance of staff members. These performance standards shall take into consideration the stated expectations for professional growth and achievement

and recognize staff members who endeavor to meet those expectations.

4. STUDENT SATISFACTION

The experience of students on campus directly relates to their satisfaction and the prospect that they will persist with their academic programs to graduation. Student satisfaction at Cal Poly is enhanced by the ambiance of a small university setting, low student-faculty ratios, and the continuing commitment to provide a motivated, technologically current learning environment. The university must continue to support and promote student satisfaction through early affiliation with specific advising programs, respect for the rights of the individual, access to student services, and opportunities to participate in activities that develop the whole person.

- 4.1 Cal Poly's administrative, academic, and student services programs shall promote student retention, success, and graduation in a timely manner.
- 4.2 Cal Poly's administrative processes affecting students shall be efficient, effective, and oriented toward service.
- 4.3 Cal Poly shall provide services, such as library and information services, computing, and audio-visual services, that improve the learning environment.
- 4.4 Cal Poly shall administer regularly a systematic survey of student attitudes toward academic, administrative, and support services.

- A. ADD TO 4.4: "THE SURVEY RESULTS WILL BE PUBLISHED AND THE ADMINISTRATION WILL ANNOUNCE A RESPONSE." (MAKE THIS RECOMMENDATION TO ASI)
- B. CHANGE TO READ: "CAL POLY SHALL FUND AND ADMINISTER REGULARLY..." (MAKE THIS RECOMMENDATION TO ASI)

- 4.4.1 Cal Poly shall establish and implement a thorough approach to investigating the reasons why students choose to discontinue study at Cal Poly.
- 4.5 Cal Poly shall provide a campus environment where the rights of each member of the university community are respected.

- 4.5.1 The Cal Poly community shall strive to be free of all forms of harassment.

Combine 4.5 and 4.5.1 to read: "Cal Poly shall provide a campus environment where the rights of each member of the university community are respected. The Cal Poly community shall strive to be free of all forms of harassment."

- 4.5.2 Campus policies for handling harassment complaints will comply with state and federal law.

A. DO WE REALLY NEED TO ASSERT AS A GOAL THAT WE WILL COMPLY WITH THE LAW? (MAKE RECOMMENDATION TO ASI)

b. Delete 4.5.2

- 4.6 Cal Poly shall provide an environment in which social, co-curricular, and multi-cultural programs motivate students, faculty, and staff to work, participate, and socialize together.

a. Change to read: "...provide an environment of ~~in which~~ social, co-curricular, and multi-cultural programs ~~for~~ motivate students, faculty, and staff. ~~to work, participate, and socialize together.~~"

b. Add new section 4.7: "Since a healthy body is necessary for a healthy mind, Cal Poly shall endeavor to provide athletic opportunities for all students by supporting intramural sports, club teams, and other alternatives to interscholastic sports."

5. DIVERSITY

Cultural diversity improves the quality of life and education for all members of the Cal Poly community. It enhances the educational and professional opportunities for all members of the student body, faculty, and staff, and enriches the social climate both on and off campus. The concept of cultural diversity assumes recognition and respect for differences in age, country of origin, creed, economic background, ethnicity, gender, physical ability, race, or sexual orientation. Objectives for achieving the educational equity reflected in diversity include programs for outreach, recruitment, retention, career planning, and graduation for students as well as programs for recruitment and retention of all Cal Poly employees. Emphasis is given to achieving parity for individuals from underrepresented groups in enrollment by having Cal Poly graduating classes reflect the diversity of the state's high school graduating class five years previously. Parity in employment is achieved by having Cal Poly meet or exceed the percent eligibility of underrepresented individuals by job category in the area in which the campus can reasonably recruit. Additionally, the Cal Poly community shall have access to academic and cultural programs which will promote

the development of an integrated multi-cultural, multi-racial community.

- A. REPLACE THIS PREAMBLE WITH THE FOLLOWING: "CULTURAL DIVERSITY ENHANCES THE QUALITY OF LIFE AND EDUCATION FOR ALL MEMBERS OF THE CAL POLY COMMUNITY AND ENRICHES THE SOCIAL AND PROFESSIONAL CLIMATE BOTH ON AND OFF CAMPUS. THE CONCEPT OF CULTURAL DIVERSITY ASSUMES RECOGNITION AND RESPECT FOR DIFFERENCES IN AGE, COUNTRY OF ORIGIN, CREED, ECONOMIC BACKGROUND, ETHNICITY, GENDER, PHYSICAL ABILITY, RACE, AND SEXUAL ORIENTATION. THE DEVELOPMENT AND MAINTENANCE OF AN INTEGRATED MULTICULTURAL CAMPUS IS THE RESPONSIBILITY OF ALL MEMBERS OF THE CAL POLY COMMUNITY. ACHIEVING EDUCATIONAL EQUITY WITHIN A DIVERSE STUDENT BODY WILL REQUIRE PROGRAMS IN OUTREACH, RECRUITMENT, RETENTION, CAREER PLANNING, AND TO PROMOTE TIMELY GRADUATION WITH SPECIAL EMPHASIS ON REFLECTING THE DIVERSITY AMONG CSU ELIGIBLE STUDENTS WITHIN THE STATE. EQUITY IN EMPLOYMENT IS ACHIEVABLE IF CAL POLY COMMITS TO MEETING OR EXCEEDING THE PROPORTION OF ELIGIBLE UNDERREPRESENTED INDIVIDUALS BY JOB CATEGORY IN APPROPRIATE RECRUITING AREAS. TO ACHIEVE A TRULY INTEGRATED MULTICULTURAL CAMPUS, MEMBERS OF THE FACULTY, STAFF, AND STUDENT BODY MUST PARTICIPATE ACADEMIC AND CULTURAL PROGRAMS THAT PROMOTE THE SENSITIVITY, UNDERSTANDING, AND APPRECIATION NECESSARY FOR THE SUCCESSFUL DEVELOPMENT OF THIS IDEAL."
- b. Remove the word "cultural" from the phrase "cultural diversity" wherever it appears in the above paragraph.
- c. Delete to read: ~~"graduating classes reflecting the diversity of the state's high school graduating class five years previously."~~
- d. (Perhaps a section could be added indicating that Cal Poly would encourage/promote programs to help faculty include LEGITIMATE content pertaining to ethnic minorities and women within the faculty members' courses--we propose separate courses on diversity within the curriculum but do not encourage faculty to make such legitimate content a part of their own courses. If this were being done, there would be less need for separate courses dealing with diversity.) (CAGR)
- e. Delete to read: ~~"...programs for recruitment and retention of all Cal Poly employees. Emphasis is given to achieving parity for individuals from underrepresented groups in enrollment by having Cal Poly graduating classes reflect the diversity of the state's high school graduating class five years previously. Parity in employment is achieved by having Cal Poly meet or exceed the percent eligibility of underrepresented individuals by job category in the area in which the campus can reasonably recruit. Additionally, the Cal Poly community shall have access to academic and cultural programs which will promote the development of an integrated multi-cultural, multi-racial community."~~
- f. Change to read: "assumes recognition and respect for the differences among human being. in age, country of origin, creed economic background, ethnicity, gender, physical ability, race, or sexual orientation."
- g. Change to read: "...having Cal Poly graduating classes reflect the diversity of CSU eligible students in the state's high school graduating class...Parity...is achieved by having Cal Poly meet or exceed the percent eligibility of under..."
- h. Delete to read: ~~"...programs for recruitment and retention of all Cal Poly employees. Emphasis is given to achieving parity for individuals from underrepresented groups in enrollment by having Cal Poly graduating classes reflect the diversity of the state's high school graduating class five years previously."~~

5.1 Cal Poly shall lead in creating a multi-cultural and multi-racial campus.

- A. REPLACE 5.1 WITH THE FOLLOWING: "ALL MEMBERS OF THE CAL POLY COMMUNITY SHALL WORK COOPERATIVELY TO ACHIEVE AN INTEGRATED MULTI-CULTURAL, MULTI-RACIAL CAMPUS IN WHICH THE EDUCATIONAL AND PROFESSIONAL OPPORTUNITIES FOR THE STUDENT BODY, FACULTY, AND STAFF ARE ENHANCED."
- b. Change to read: "Cal Poly shall lead in creating a multi-cultural and multi-racial campus cultural diverse campus."

5.2 Cal Poly shall strive to have the composition of the university community, regardless of institutional size, reflect closely the cultural diversity of California.

- A. REPLACE 5.2 WITH THE FOLLOWING: "THE COMPOSITION OF THE CAL POLY COMMUNITY SHALL REASONABLY REFLECT THE CULTURAL DIVERSITY OF THOSE CALIFORNIANS QUALIFIED FOR ENROLLMENT OR EMPLOYMENT AT CAL POLY."
- b. Change to read: "...regardless of institutional size, reasonably ~~closely~~ reflect the cultural diversity of California."
- c. Replace 5.2 with the following: "The composition of the Cal Poly community shall closely reflect the cultural diversity of California."

5.2.1 By the year 2000, Cal Poly's graduating classes shall reflect the ethnic and gender diversity of the high school graduating class five years previously. This diversity shall be distributed in reasonable proportions throughout the university's curricular and other programs.

- A. DELETE CURRENT GOAL 5.2.1. RENUMBER CURRENT GOAL 5.2.2 TO BECOME 5.2.1.
- b. Delete to read: ~~"By the year 2000...five years previously..."~~
- c. Change to read: "...cultural diversity ethnic and gender diversity of CSU eligible graduates of the high school graduating class..."
- d. Replace 5.2.1 with the following: "Cal Poly shall continue to develop programs to increase the number of qualified applicants, attract students of high calibre, and increase the diversity of the student population in accordance with the campus enrollment management plan."
- e. Replace 5.2.1 with the following: "Cal Poly shall strive to have its graduating classes reflect the cultural diversity of the CSU-eligible high school graduation class five years previously."
- f. Replace 5.2.1 with the following: "Cal Poly's entering classes of students shall reflect the cultural diversity among CSU-eligible students at that time and this diversity shall be distributed in reasonable proportions throughout the university's curricular and other programs. Graduation rates will be uniform regardless of ethnicity and gender within each graduating class."
- g. Add this sentence to the preceding addition immediately above: "Cal Poly shall continue to develop an environment and the academic support that is conducive to the success of all matriculated students including emphasis in such areas as academic counseling, career planning, retention, and graduation."

5.2.2 Cal Poly shall continue to develop programs to increase the number of qualified applicants, attract students of high calibre, and increase the diversity of the student population in accordance with the campus enrollment management plan.

- a. Replace 5.2.2 with the following: "Cal Poly shall continue to develop programs for the recruitment of underrepresented students, faculty and staff and the retention and promotion of all its employees."
- b. Replace 5.2.2 with the following: "Cal Poly shall continue to develop an environment and the academic support that is conducive to the success of all matriculated students including emphasis in such areas as academic counseling, career planning, retention, and graduation."
- c. Replace 5.2.2 with the following: "Cal Poly shall employ a faculty, staff, and administration that is representative of the cultural diversity of the State of California. In achieving this goal, the diversity shall be distributed in reasonable proportions throughout the university and hires from underrepresented groups shall meet or exceed the availability in appropriate pools."

5.2.3 Cal Poly shall establish effective outreach programs to increase the number of qualified underrepresented students, faculty, and staff.

- a. Replace 5.2.3 with the following: "Cal Poly shall establish effective outreach programs to increase the number of underrepresented students, faculty, and staff members and participate to the fullest extent possible in CSU programs for increasing faculty, staff, and student diversity. In addition, Cal Poly will have programs that promote the personal and professional success of underrepresented members of the university community."
- b. Replace 5.2.3 with the following: "Cal Poly shall continue to develop programs for the recruitment of underrepresented faculty and staff and the retention and promotion of all its employees."
- c. Change to read: "... the number of ~~qualified~~ underrepresented students..."
- d. Add to 5.2.3: "In addition, Cal Poly will have programs that promote the personal and professional success of underrepresented members of the university community."
- e. Renumber this goal to 5.2.2.

5.3 Cal Poly shall create a campus environment that ensures equal opportunity for professional and personal success in all segments of the university community.

- a. Change to read: "...opportunity for professional ~~and personal~~ success..."
- b. Change to read: "...that ensures equitable ~~equal~~ opportunity..."

5.4 Cal Poly shall value diversity and promote mutual respect and interaction among all individuals.

- Replace 5.4 with the following: "Cal Poly shall value diversity and promote mutual respect and interaction among all individuals. Cal Poly shall identify and support effective programs for educating Cal Poly faculty and staff members, students, and off-campus LOCAL constituencies in cultural diversity and for encouraging an integrated, diverse community within the university." 5.4 and 5.4.1 are combined into one statement.)

5.4.1 Cal Poly shall identify and support effective programs for educating Cal Poly faculty, staff, students, and off-campus constituencies in cultural diversity and for encouraging an integrated, diverse community within the university.

5.5 Cal Poly shall create academic and cultural programs to demonstrate to the campus and the community the contributions of culturally diverse groups.

- Change to read: "...shall create ~~academic and~~ cultural programs..."

5.6 Cal Poly shall participate to the fullest extent possible in CSU programs for increasing faculty and staff diversity.

- a. (5.6 has been revised into 5.2.3.)
- b. Delete 5.6.

6. GOVERNANCE AND COLLEGIALITY

Effective university governance depends on a shared sense of responsibility and commitment to the university's educational mission. Collegiality encourages the participation of all constituencies in the decision-making process and creates a work environment that builds cooperation, mutual respect, and high morale, and helps achieve the university's goals.

6.1 Cal Poly shall clearly identify, evaluate, and communicate its governance structure, including its agents and their roles and responsibilities, and adopt a structure that includes all constituencies.

6.1.1 Cal Poly's governance structure shall implement shared decision making. This involves fostering mutual respect and a set of values that regards the members of the various university constituencies as essential for the success of the academic enterprise.

6.2 Cal Poly shall regularly evaluate and modify its governance structure and the roles and responsibilities of the structure's elements, with particular attention to collegiality and the coupling of authority and responsibility.

6.3 Cal Poly shall understand clearly, evaluate and enhance its roles, relationships, and responsibilities with the CSU Board of Trustees and with the Chancellor's Office.

- DELETE TO READ: "CAL POLY SHALL UNDERSTAND CLEARLY, EVALUATE AND ENHANCE..."

6.4 Cal Poly shall determine the role of other authoritative structures such as the California Postsecondary Education Commission, employee organizations, the governor's office, and the state legislature in its operations, and its responsibility to those structures.

7. INSTITUTIONAL SIZE

Constant improvement in quality is essential to Cal Poly's success in achieving its goals. To accomplish this, facilities frequently need to be altered or added. However, qualitative increases cannot be sustained without money, material, and people to nourish them, and growth beyond adequate resources leads to a deterioration of quality. The university must continually balance size and resources and must develop the additional resources that excellence requires.

7.1 Cal Poly shall continue its commitment to planned changes in institutional size.

7.1.1 Cal Poly shall not undertake any growth without adequate facilities and supporting resources.

7.1.2 Campus ambiance shall be improved by ensuring that new facilities are consistent with a master plan for the physical improvement of the campus.

7.2 Cal Poly shall explore alternative educational models to enhance the quality and quantity of the services it provides to its students and other constituencies, including business and industry.

CHANGE TO READ: "...ALTERNATIVE EDUCATIONAL MODELS AND TECHNOLOGIES TO ENHANCE..."

7.2.1 Cal Poly shall consider alternatives to the university's current quarter system.

7.2.2 Cal Poly shall explore new technologies that offer the potential to increase the quality and quantity of the education and services it provides.

7.3 Cal Poly's planning for institutional size shall reinforce the campus' goals for quality and diversity.

7.4 Cal Poly shall continue to develop and expand auxiliary services such as the Cal Poly Foundation enterprises to enhance the quality and quantity of support services and programs delivered to the campus community.

7.5 Cal Poly shall consult with the City and County of San Luis Obispo and participate in public forums in planning for and mitigating the impact of changes in institutional size.

7.6 Cal Poly shall actively seek all appropriate sources of financial and material support, expanding its efforts to

take advantage of untapped existing opportunities and to create new ones.

- 7.7 Cal Poly shall consider its human resources as part of any evaluation of resources--especially when considering the adequacy of resources to support increases in enrollment.
- 7.8 Cal Poly's physical environment and services shall continually be improved by creative planning that emphasizes a comprehensive, humanistic environmental awareness.

8. UNIVERSITY RELATION AND IMAGE

- A. (DELETE THE USE OF "IMAGE" IN THIS ENTIRE SECTION.)
- B. ADD "S" TO "RELATION" AND DELETE "...AND IMAGE."

Cal Poly has a multitude of relationships with many and varied groups. Its image is similarly multifaceted, depending on the quality of each relationship. While Cal Poly's reputation is enviable, it is neither perfect nor permanent. Active, open, and honest relations are the foundation of a positive image and build understanding, lasting good will, and support for the university's programs and goals. Cal Poly should continue to build and maintain relations and an image that reflect the highest integrity and help the university achieve its goals.

- 8.1 Cal Poly shall continue to develop a comprehensive program of active relations with the university's various constituencies and audiences to ensure effective, efficient, positive and mutually satisfying relationships.
 - 8.1.1 Cal Poly shall treat its personnel as full partners in the university's endeavors, fully recognizing the value and importance of both faculty and staff, and shall be guided by a commitment to fostering a community spirit on the campus.
 - 8.1.2 Cal Poly shall ensure the coordination of its various relations programs.
 - 8.1.3 Cal Poly shall ensure that all pertinent information about the university is effectively communicated to the university community, the general public, and to appropriate news media.
 - 8.1.4 Cal Poly shall be a good neighbor and enhance the university's positive impact by emphasizing open

DIVERSITY

COMPARISON TO 12/1/92 ACADEMIC SENATE DRAFT

Preamble

Cultural diversity enhances the quality of life and education for all members of the Cal Poly community and enriches the social and professional climate both on and off campus. The concept of cultural diversity assumes recognition and respect for differences in age, country of origin, creed, economic background, ethnicity, gender, physical ability, race, and sexual orientation. The development and maintenance of an integrated multicultural campus is the responsibility of all members of the Cal Poly community. Achieving educational equity within a diverse student body will require programs in outreach, recruitment, retention, career planning, and graduation with special emphasis on reflecting the diversity among CSU eligible students within the state. Equity in employment is achievable if Cal Poly commits to meeting or exceeding the proportion of eligible underrepresented individuals by job category in appropriate recruiting areas. To achieve a truly integrated multicultural campus, members of the faculty, staff, and student body must participate in academic and cultural programs which promote the sensitivity, understanding, and appreciation necessary for the successful development of this ideal.

5.1 All members of the Cal Poly community shall work cooperatively to achieve an integrated multi-cultural, multi-racial campus in which the educational and professional opportunities for the student body, faculty, and staff are enhanced.

5.2 The composition of the Cal Poly community shall closely reflect the cultural diversity of California.

5.2.1 Cal Poly's entering classes of students shall reflect the cultural diversity among CSU eligible students at that time and this diversity shall be distributed in reasonable proportions throughout the university's curricular and other programs. Graduation rates will be uniform regardless of ethnicity and gender within each graduating class.

5.2.2 Cal Poly shall employ a faculty, staff, and administration that is representative of the cultural diversity of the state of California. In achieving this goal, the diversity shall be distributed in reasonable proportions throughout the university and hires from underrepresented groups shall meet or exceed the availability in appropriate pools.

5.2.3 Cal Poly shall establish effective outreach programs to increase the number of underrepresented students, faculty and staff members and participate to the fullest extent possible in CSU programs for increasing faculty, staff, and student diversity. In addition, Cal Poly will have programs that promote the personal and professional success of underrepresented members of the university community.

Suggestion
does not
appear

5.3 Cal Poly shall create a campus environment that ensures equity in professional and personal success in all segments of the university community.

See
Suggestion
P. 16

5.4 Cal Poly shall value diversity and promote mutual respect and interaction among all individuals. Cal Poly shall identify and support effective programs for educating Cal Poly faculty and staff members, students, and off-campus constituencies in cultural diversity and for encouraging an integrated, diverse community within the university.

Same
as Ed

5.5 Cal Poly shall create academic and cultural programs to demonstrate to the campus and the community the contributions of culturally diverse groups.

Eq. Suggestion

ACADEMIC PROGRAMS

- 1.10 Cal Poly shall ensure that the academic curriculum is appropriately infused with issues of gender and cultural and racial pluralism.
 - 1.10.1 Cal Poly shall require for graduation successful completion of coursework that focuses on the issues of gender and cultural and racial pluralism.
 - 1.10.2 Cal Poly shall ensure that the content of courses across the curriculum include relevant issues of gender and cultural and racial pluralism where appropriate.
 - 1.10.3 Cal Poly shall institute an Ethnic Studies minor.

mm - Septe 12/3/92

THOUGHTS ON ANALYSIS OF BUDGET

I. Philosophy of Budget Cuts

A. Horizontal vs. vertical cuts - in fact overwhelming majority of cuts to date have been horizontal. What has been effect on programs? Look at staffing levels from FAD reports for the past four or five years.

B. Balancing elimination of positions versus reduction of direct support (O&E for example).

C. Classification of functions as:

1. extremely important
2. nice to do

D. Recommendations in case of:

1. 5% budget reduction
2. 10% budget reduction
3. 15% budget reduction

II. How to study the budget

A. By organizational structure within:

1. Academic affairs
2. Business affairs
3. Human resources
4. Information systems
5. Student affairs
6. University relations

B. Determine function of groups within an organization (for example what is the function of the Systems and Analysis Group of Academic Records under Academic Affairs).

C. Determine the level (if possible) and source of funding of groups (for example in Student Affairs not all of the funding is from the state budget).

III. How would we expect Cal Poly to look in 5, 10 years given the best information we have about the economy and the short and long-term political support for higher ed in California? How do we suggest responding?